CORSO DI INGLESE SU COMPUTER

Computer English & COMMUNICATION TASKS

Lezione 28

C64

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Beatrice d'Este
su licenza
ZANICHELLI

COMPUTER ENGLISH & COMMUNICATION TASKS

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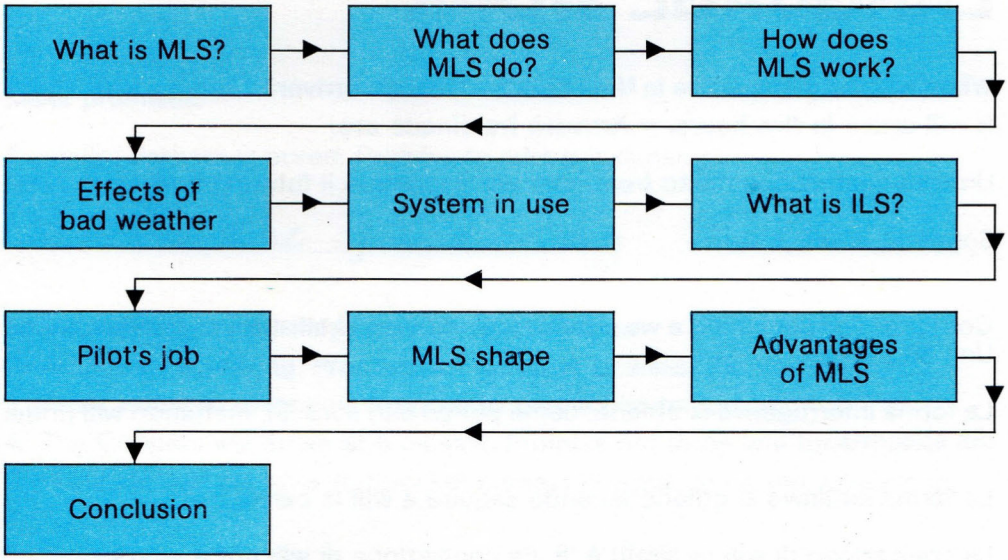


a Seguendo lo schema in alto, metti le seguenti frasi in ordine logico numerandole progressivamente. Scrivi i numeri negli appositi spazi.

- ☐ The system now in use is the Instrument Landing System (ILS).
- ☐ MLS enables aeroplanes to land themselves.
- ☐ Microwave Landing System (MLS) is a new electronic device.
- ☐ Bad weather has no effect on MLS even when there is zero visibility.
- ☐ ILS is a very narrow beam.
- ☐ MLS is shaped like a big funnel.
- ☐ Planes can enter MLS from any direction without danger of collision.
- ☐ Future airports can be smaller and handle safely more air traffic.
- ☐ MLS controls the planes completely and automatically when they are at 5 kilometres from the point of landing.
- ☐ Pilots must follow ILS starting from at least 8 kilometres.

b Per ottenere il riassunto del brano "Automatic Aeroplane Landings", scrivi le frasi in **a** collegandole l'una all'altra secondo il seguente schema:

1 WHICH 2

3 AND 4

5

6 AND 7 WHILE 8 AND 9

10

Apporta tutte le necessarie modifiche e sostituisci i nomi con i pronomi appropriati per evitare ripetizioni.

LANGUAGE WORK

LW1

When will the plane arrive in New York? = Quando arriverà l'aereo a New York?
It will arrive in five hours. = Arriverà fra cinque ore.

Un'altra costruzione molto frequente per esprimere il futuro è questa:

Soggetto + **will** + verbo

Con i pronomi personali **I** e **we** si può a volte trovare **shall** al posto di **will** (v. anche Unit 39 LW1).

La forma interrogativa si ottiene, come per gli altri ausiliari, mettendo **will** prima del soggetto.

La forma negativa si ottiene facendo seguire a **will** la parola **not**.

La contrazione di **will** (e **shall**) è **'ll**. La contrazione di **will not** è **won't**.

Si noti anche l'espressione **in five hours** corrispondente all'italiano **fra cinque ore**.

Basandoti sul seguente esempio scrivi le risposte alle 8 domande.

Example: Where will you be tomorrow night? (at home)

I'll be at home.

1. When will the train arrive? (at 14.50)
2. What will you do in the afternoon? (my homework)
3. How will he get to the airport? (by tube)
4. What time will you go to bed tonight? (at 11 o'clock)
5. How will you come to school tomorrow? (by bus)
6. When will they come back again? (in March)
7. Where will Chris and Barbara go next weekend? (to the seaside)
8. What will you have for breakfast? (scrambled eggs)

Make decisions.

Example: It's raining. Decide not to play tennis.

It's raining. I won't play tennis.

Sulla base dell'esempio precedente prendi una decisione anche negli altri casi.

1. You're hungry. Decide to have bacon and eggs for breakfast.
2. There's too much traffic this morning. Decide to go to the office by tube.
3. You're tired. Decide not to come back late this evening.
4. It's your birthday tomorrow. Decide not to go to school.
5. There's nothing interesting on TV. Decide to listen to the radio.
6. Barbara is late again. Decide not to wait for her this time.

Make promises.

Example: Barbara is bored. Promise to take her dancing.

I'll take you dancing.

1. You are leaving for Italy. Promise to write soon.
2. Aunt Polly is leaving. Promise not to forget to water the flowers.
3. Peter wants to meet you. Promise to phone him tomorrow.
4. The Coopers will arrive at 8 o'clock. Promise not to be late for supper.
5. Your mother will give you pocket money. Promise to do the washing up.

LW2

Anything to drink? = Qualcosa da bere?
Yes, I'll have something / No, thanks, nothing for me. = Sì, prenderò qualcosa / No, grazie, per me niente.

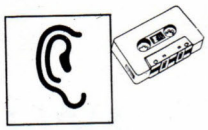
Some, **any** e **no** (v. Unit 21, LW1 e Unit 34, LW2) si combinano con la parola **thing** = **cosa** e formano i composti:

something, **anything** e **nothing**.

Essi seguono le stesse regole che governano l'uso di **some**, **any** e **no**, e cioè **something** si usa nelle frasi affermative (e nelle interrogative quando si offre qualcosa, ad esempio: **Would you like something to drink**?) e **anything** nelle frasi interrogative e negative. Anche **nothing** si usa nelle frasi negative ma esclude la negazione **not**. Esempio: **I'll have nothing = non prendo niente**.

Riempi gli spazi vuoti con **something**, **anything** e **nothing**.

1. I'm thirsty. I think I'll have _____ to drink before leaving.
2. Would you like _____ to start with? There's onion soup and prawn cocktail.
3. I won't have _____ for dessert. I'm on a diet.
4. I was thirsty, but he gave me _____ to drink.
5. Barbara says that Sue can see _____ without her glasses.
6. What did you have to eat? I didn't have _____ , I only had a beer at the pub.
7. I'm broke, now. I can buy _____ else.
8. Is there _____ we can do for you?.



BACK TO SCHOOL

Today John and Peter are going to school. They are 13 and they are in the third year of a Secondary Comprehensive School, "Southfields School".

JOHN: It's hard to get up early, Peter!

PETER: Oh, yes, and I went to bed late last night! We had a lot of homework.

JOHN: Anyway today will be better. We don't have many subjects.

PETER: Right. So we won't have much work.

JOHN: Look, Peter! There's Matthew Dyke down there.

PETER: Matthew who?

JOHN: Dyke. He's the new boy who plays for the Second Year Football Team. (*calling*) Matthew!

MATTHEW: Hello, John! Look at what I bought yesterday!

JOHN: A book? Always books. How boring!

MATTHEW: O.K. But this is the kind of book you should buy.

JOHN: What's that?

MATTHEW: "The Round Ball". It's a book which really teaches you how to play football.

PETER: Let's show it to Mr Whitney, our P. E. teacher. He needs a good book on how to play football.

Talk about quantities

TASK 1

a Read LW1 on page 340 and note the use of "a lot", "lots", "much" and "many".

b You and Mary are organizing a party with your friends. Decide the quantity (lots, a lot, not much, not many, a little, a few) of the following things you can bring to the party and fill in column YOU.

	YOU	MARY
Ham sandwiches		
Cheese sandwiches		
Coke		
Orange squash		
Lemonade		
Chocolate biscuits		
Cakes		
Coffee		
Tea		
Chocolate		
Fruit juice		
Pop corn		
Crisps		
Peanuts		

c Now discuss the things can bring with Mary and fill in the column MARY.

A: I can't bring many ham sandwiches. What about you?
B: Well. I can bring lots of sandwiches.
oppure:
Neither can I.

Identify people and places

TASK 2

a Do you remember: WRITE YOUR ANSWERS HERE

1. The town which has the Eiffel Tower? ____
2. The boy who lives in Beech Avenue and wears glasses? ____
3. The English author who wrote Hamlet? ____
4. The Underground line which takes you to London airport? ____
5. The lady who has got this telephone number: 567 6621? ____

6. The town which has the Golden Gate Bridge? ☐
7. The man who discovered penicillin? ☐
8. The country which has Reykjavik as its capital? ☐
9. The lady in this book who works at St. Mary's School? ☐
10. The plane which flies at the highest speed? ☐

b Check answers.

A: What's the town which has the Eiffel Tower?
B: (Give your answer).

A: Who's the boy who lives in Beech Avenue and wears glasses?
B: (Give your answer).

c Prepare 5 or more guessing questions as in **a.**

d Check answers as in **b**.

LANGUAGE ACTIVITIES

Reading & writing

LIFE AT SCHOOL

Education in Britain is free and compulsory. All children between the ages of 5 and 16 must go to school. When Peter, Carol, John and Janet were 5, they went to Primary School. When they were 11 they went to Secondary School. Carol and Janet are in the second year of a Secondary Grammar School while Peter and John go to a Secondary Comprehensive School (which is very popular now in England).

In many English schools, students wear a uniform. Peter and John are in the third year and their school uniform consists of a yellow tie, a green blazer and dark brown trousers. The girls wear a yellow tie, a green blazer and a dark brown skirt. The school day generally begins with Assembly at 9 o'clock. During Assembly time the headmaster gives out the news and the headgirl or the headboy reads a sports report. Then, the whole school sings a hymn. Lessons begin at 9.30 a.m. When you are thirteen or fourteen you study lots of subjects: English, Mathematics, History, Geography, one or two foreign languages, Art, Physics, Chemistry, Biology, Music, Religion, Physical Education (P. E.).

There is a break each morning and afternoon. The morning break is usually after the first two lessons. At four o'clock students go home. It is the end of school, but it

is not the end of work because there is a lot of homework to do. Anyway, school work is not always very hard because, besides normal lessons, British schools have a lot of other activities, such as clubs, sport, discussion groups, discos, visits, excursions, exchange visits and camping expeditions.
Pupils at Secondary School in England have two main exams, both called G.C.E. (General Certificate of Education). They take the first one when they are about sixteen. It is called "O" (ordinary) level. Most people take "O" level in about seven or eight different subjects. For a lot of jobs, you must have four or five "O" levels, and usually they must include English and Maths. When students go into the sixth form they start working for the second main exam: "A" (advanced) level which is taken when they are about eighteen. Three "A" levels are necessary to get you into most universities or to find a good job.

Answer these questions:

1. Is education in Britain compulsory or not?
2. At what age do British children start school?
3. When do pupils go to Secondary School?
4. Do John, Peter, Carol and Janet go to the same school?
5. Which schools do they go to?
6. What do pupils generally wear when they go to school?
7. What time do lessons begin?
8. What time do lessons end?
9. How many exams do pupils have at Secondary School?
10. Why are "O" level exams important?
11. Why are "A" level exams important?

Writing

a There are 5 paragraphs in the passage "Life at School". Write the sentence/s which contains/contain the main ideas in the table below.

	Main ideas
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

b Now write a summary of "Life at School" using all the main ideas in the table above.

Reading

SCHOOL POEMS AND OTHER WRITING

The following poems were written by pupils of Southfields School, London, in 1980 and published in the school magazine. Why don't you try to write a short poem, a joke, a short story, a comic strip?

THE NOISE

People walking and talking –
so they didn't hear
the noise of thunder.

Kim Parsons

THE BIG RED BUS

People in an awful rush –
trying to catch
the big red bus.

Paul Rowley

STAMP COLLECTION

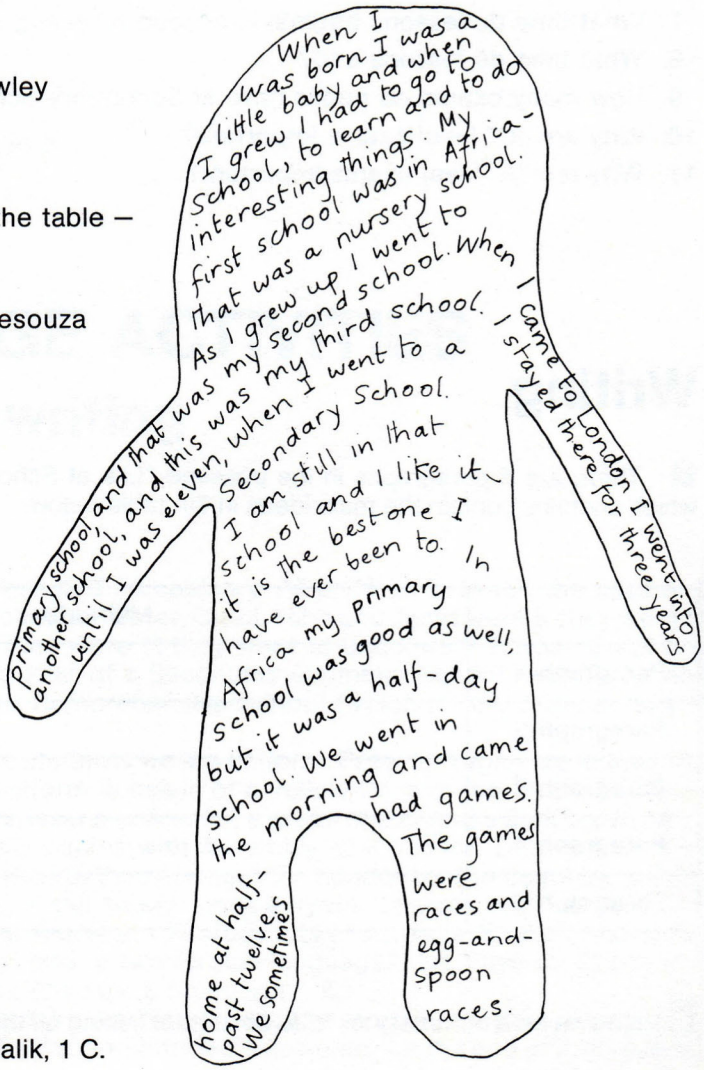
Stamps spread across the table –
sets of colours,
shapes and designs.

Alfred Desouza

ACCIDENT

Look out!
Crash!
Where am I?

Nigel Davey



MYSELF
Anjum Malik, 1 C.

Reading & writing

THE SCHOOL YEAR	
TERM 1. AUTUMN TERM:	begins in the first week of September ends about five days before Christmas.
	Christmas holidays: 2-3 weeks long
TERM 2. SPRING TERM:	begins in the second week of January ends in the middle of April.
	Easter holidays: 2-3 weeks long
TERM 3. SUMMER TERM:	begins at the end of April ends in the middle of July.
	Summer holidays: 6-7 weeks long

SOUTHFIELDS COMPREHENSIVE SCHOOL - London S.E.22

TIMETABLE

Name: Peter Cooper Form: 3A

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00- 9.30	ASSEMBLY				
9.30-10.15	**English** (Mr Smith)	**Geography** (Mr Watts)	**Maths** (Miss Wallace)	**Art** (Miss Barnes)	**German** (Mr Abbs)
10.15-11.00	**Biology** (Miss Shelley)	**Maths** (Miss Wallace)	**English** (Library)		**History** (Mr Clegg)
11.00-11.15	MORNING BREAK				
11.15-11.50	**Physics** (Miss Barr)	**History** (Mr Clegg)	**French** (Miss Chiles)	**German** (Mr Abbs)	**English** (Mr Smith)
11.50-12.30	**History** (Mr Clegg)	**English** (Mr Smith)	**Biology** (Miss Shelley)	**English** (Mr Smith)	**P. E.** (Mr Whitney)
12.30- 2.00	LUNCH BREAK				
2.00- 2.40	**Music** (Mrs Cooper)	**Chemistry** (Mr Hackett)	**Games** (Mr Scott)	**English** (Mr Smith)	**French** (Miss Chiles)
2.40- 3.10	**Maths** (Miss Wallace)	**German** (Mr Abbs)		**History** (Mr Clegg)	**Music** (Mrs Cooper)
3.10- 3.20	AFTERNOON BREAK				
3.20- 4.00	**P. E.** (Mr Whitney)	**English** (Mr Smith)	**Games** (Mr Scott)	**Geography** (Mr Watts)	**Maths** (Miss Wallace)

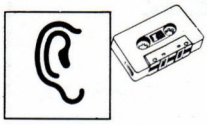
a Read "The School Year" and the "Timetable". If necessary, read "Life at School" again and try to find out the differences (at least 6) and the similarities between the British School System and the Italian School System. Prepare a chart like the one on the next page.

Example:

British School System	Italian School System
Compulsory education between the ages of 5 and 16	Compulsory education between the ages of 6 and 14
Pupils generally wear school uniforms	Pupils do not wear school uniforms

b Now write a letter to an English or an American friend explaining the Italian School System.

Listening



Look at the Timetable on p. 339 and listen to the recording. This time the Timetable is slightly different. Make the necessary changes.

LANGUAGE WORK

LW1

A large amount	With uncountable nouns	With countable nouns
	A lot (of...) Lots (of...)	
	Much	Many
	(in negative and interrogative sentences)	
A small amount	a little	a few
Not a large amount	not much	not many

Very = **molto**. Si usa davanti ad aggettivi ed avverbi.

Examples:

It costs a lot.
I've got a lot of flowers in the garden.
There are lots of books on the table.
It doesn't cost much.
There isn't much milk in the fridge.
There aren't many eggs in the fridge.
Scarsdale is very small.

Fill in these sentences with **a lot of**, **lots of**, **much**, **many**, **very**.

1. There are _____ theatres in London.
2. Peter's school uniform is _____ nice.
3. We haven't got _____ books.
4. I haven't got _____ homework today.
5. John's brother has got _____ records.
6. You can see _____ rhododendrons in Kew Gardens.
7. We haven't got _____ flowers in our house.
8. Sue is _____ tall.
9. There is _____ traffic in London.
10. There is not _____ sugar in the coffee.

LW2

He's the new boy who plays for the Second Year Football Team. = È il ragazzo nuovo che gioca per la squadra di calcio del secondo anno.

It's a book which really teaches you how to play football. = È un libro che veramente insegna come giocare a calcio.

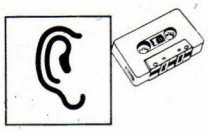
Who / Which = **che**, **il quale**, **la quale**, sono due pronomi relativi.
Who è riferito a persone e **which** a cose e animali.

I pronomi relativi vengono usati frequentemente per collegare due frasi. Ora prova a fondere le seguenti coppie di frasi usando **who** o **which**.

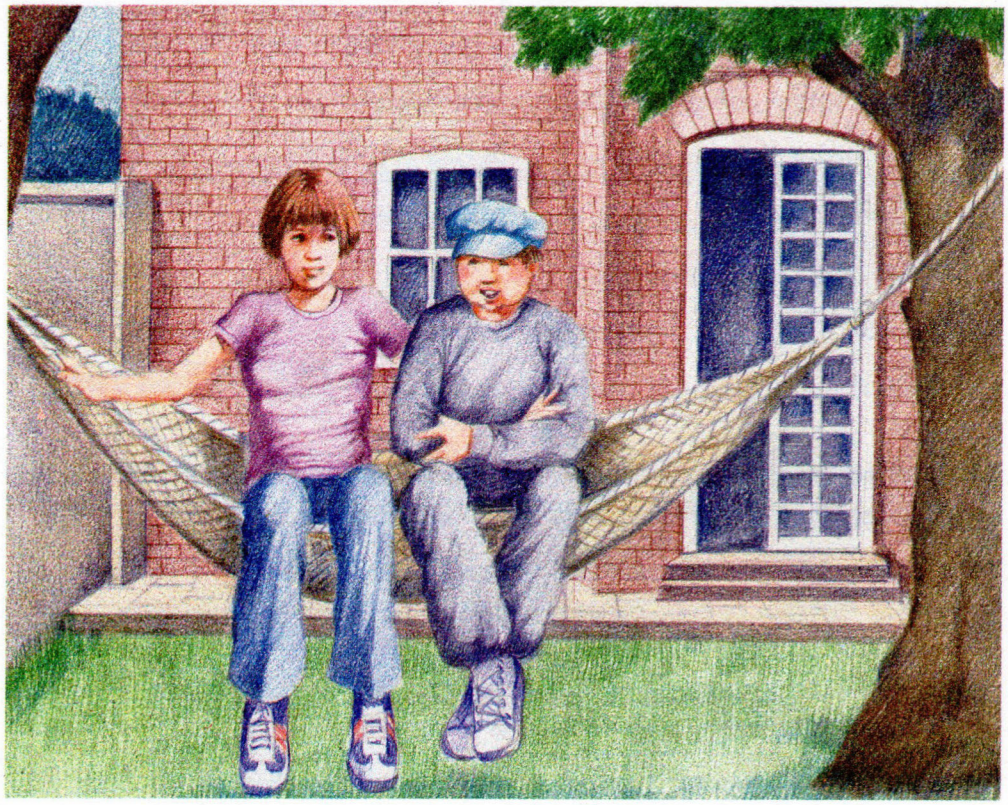
Esempi:

The boy is American. He is playing with John and Peter.
The boy who is playing with John and Peter is American.
The bus is No. 18. It is coming now.
The bus which is coming now is No. 18.

1. Peter and Carol have the same friends. They are brother and sister.
2. Miss Bennet is Tim's aunt. She lives in Oxford Road.
3. "The Round Ball" is a book. It really teaches you football.
4. Mr Wilde is Peter's father. He is an engineer.
5. Ealing is west of London. It is a big district.
6. The tube carries millions of people. It is the London Underground.
7. Dr Kelly is Janet's father. He works at King's College Hospital.
8. William Shakespeare is the best English playwright. He was born in Stratford-upon-Avon.
9. The "Criterion" is a famous London theatre. It is in Piccadilly Circus.
10. Chris is a journalist. He is twenty-one.



WHERE SHALL WE GO?



John and Mike are in the garden of John's house. They are swinging on a hammock.

MIKE: (*Sighs!*).

JOHN: What's the matter, Mike?

MIKE: I'm bored.

JOHN: It's a lovely day. Let's go out.

MIKE: Hum. Where shall we go?

JOHN: Let's go to Regent's Park Zoo.

MIKE: The zoo? No, not the zoo. I went there last week.

JOHN: Really? Did you have a good time?

MIKE: Yes. But I don't want to go there again.

JOHN: What shall we do, then? Er... Hey! Somebody told me there's a fun fair at Blackheath.

MIKE: A fun fair?

JOHN: Yes. Why don't we go there?

MIKE: That's a great idea! Why don't we ring Peter and Carol? They could come with us.

JOHN: O.K. I'll call them right now.

Sei sicuro di aver capito bene il dialogo che si riferisce al LISTENING di pag. 324 e al TASK 3 di pag. 329? Riascoltali seguendo la trascrizione riportata qui sotto.

LANGUAGE ACTIVITIES

Listening (p. 324)

Testo della registrazione

Announcer: Chris and Barbara are in a pub. They are sitting at a table and are drinking beer. Listen to them talking and answer the questions in your book.
Chris: What are we going to do next Saturday, Barbara?
Barbara: Why don't we go to the seaside? The weather forecast says we're going to have marvellous weather at the weekend.
Chris: Really? That sounds nice. Where would you like to go?
Barbara: A friend of mine who lives in Bournemouth phoned yesterday and invited me to go and spend a weekend with her.
Chris: Bournemouth? Mmm. It's a lovely place and the beach is fantastic. We could go swimming in the morning, have a picnic on the beach and then go to the theatre in the evening. I know there are three or four good theatres in summer.
Barbara: Mmm. The programme's exciting! Why don't we leave on Friday evening? We could spend the whole of Saturday in Bournemouth and come back late on Sunday morning.
Chris: O.K. By the way, how are we going to get there? My car's still being repaired.
Barbara: We can go by train. It takes about an hour and a half from Waterloo Station.
Chris: That's a good idea. I'll find out about the trains.

Task 3 (p. 329)

Testo della registrazione

Announcer: Task 3. Make predictions. Listen to 4 recordings and write down under the pictures in your book where the characters are, where they are going, the time when they are travelling and the time of arrival.

Listening 1.
Giorgio: Excuse me! Does this coach go to Hampton Court?
Bus driver: Yes.
Giorgio: One to Hampton Court, please.
Bus driver: Here you are.
Giorgio: What time are we leaving, please?
Bus driver: Er... it's 9 o'clock. We're leaving right now.
Giorgio: What time are we going to arrive at Hampton Court?
Bus driver: Well, it'll take about an hour.
Giorgio: An hour? Thanks a lot.
Bus driver: You're welcome.

Announcer: Listening 2.
Captain: Ladies and gentlemen, good morning. This is your captain speaking. We're now approaching John Fitzgerald Kennedy Airport and we expect to land at about 11.05.
The time in New York is now 10.45, the temperature's 23 degrees centigrade and the sky's overcast. Please, make sure that your seat belts are securely fastened and observe the no smoking sign.
Thank you very much for flying with us and enjoy your stay in New York.

Announcer: Listening 3. Mr and Mrs Wilde are driving to Birmingham to visit some relations of theirs.
Mrs Wilde: What's the time, Jim?
Mr Wilde: It's a quarter to twelve.
Mrs Wilde: Will it take long to get there?
Mr Wilde: I don't think so. We're not far from Birmingham. Only a few miles. I think we'll be there in half an hour if there isn't too much traffic.
Mrs Wilde: Hope so. I'm a bit tired and I'm dying for a drink.
Mr Wilde: Don't worry. I'm sure we'll be in Birmingham as early as a quarter past twelve.

Announcer: Listening 4.
Inspector: Tickets, please. Tickets, please. Your ticket please, madam.
Miss Bennet: Oh, just a moment, please. Where is it? I thought I put it in my handbag. Oh, here it is.
Inspector: Thank you.
Miss Bennet: Excuse me, what time will the train arrive at Reading?
Inspector: We're supposed to arrive at 7.30.
Miss Bennet: 7.30? What time is it now please?
Inspector: It's twenty past seven, madam.
Miss Bennet: Oh, is it? Well, I'd better take my suitcase, then. Could you help me, please?
Inspector: Yes, of course. Here you are.
Miss Bennet: Oh, thank you very much. That's very kind of you.
Inspector: Not at all.